

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**Subject Area:** ROTC and Military Training  
**Course Number:** 1801310  
**Course Title:** Leadership Education and Training II  
**Credit:** 1.0

- A. Major Concepts/Content.** The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training I. This course introduces the concept of equal opportunity and fair treatment of minorities and prevention of sexual harassment. It provides instruction on leadership skills and practical time to exercise leadership theories as well as the basic principles of management. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map-reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

The content should include, but not be limited to, the following:

- leadership theory and application
- effective communication
- motivation principles
- personal leadership assessment and development
- leadership responsibilities in new positions
- military drill formations, movement, commands, and key personnel
- brain structure and function
- learning styles and processing
- oral and group communication skills
- conflict management
- teaching skills
- decision-making and goal-setting strategies

- career choices
- nutrition, health, physical fitness, and the Cadet Challenge
- first aid and life-saving skills
- substance abuse, intervention, and prevention
- map-reading skills and orienteering
- consensus, decision-making, and working with groups
- American history from the American Revolution through World War I
- American government and politics, including the Constitution, Congress, and the Executive Branch

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**B. Special Note.** This course is a cooperative effort between the Army and the host institution. It consists of practical application, demonstrated performance, and development of subject material knowledge.

The course is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, “To motivate young people to be better citizens.” It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Electives are a required component of the JROTC program and must be taught. Schools may not use these hours for other purposes. Electives are used to provide cadets with additional opportunities outside the scope of the mandatory section of the curriculum. Such opportunities are intended to supplement or reinforce the instruction or permit JROTC units to align their programs according to their desired academic focus.

Successful completion of Leadership Education and Training II requires 50 hours of additional instruction from Categories 1, 2, and 3 (as listed in *Leadership Education and Training, Program of Instruction*) and 24 hours for Administration, Testing, and Inspections. Service Learning Lessons are mandatory, but can be taught in any LET level as needed (4.5 hours).

The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC program. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

The curriculum used in the Army JROTC program is used in the National Defense Cadet Corps (NDCC) programs.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. The benchmarks printed in regular type are required for this course. **The portions printed in *italic type* are not required for this course.** Some requirements in this course are not addressed in the Sunshine State Standards.

**After successfully completing this course, the student will:**

1. **Demonstrate knowledge of leadership theory and application, including the role of leadership in celebrating diversity, treating women and minorities fairly and equitably, and preventing sexual harassment; appropriate application of power and influence; different styles of leadership and when they work best; and management principles and the contrast with leadership.**
  - AT.4.1.4.1 analyze and describe the various *industry* methods of organizing the workplace to enhance productivity.
  - AT.6.1.4.1 analyze social, legal, economic, and ethical aspects of labor and management relationship.
  - HE.A.1.4.5 know how the social environment influences the health of the community.

LA.D.1.4.2      make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

2.      **Demonstrate knowledge of the importance of communication, including the flow and purpose of informal communication, major elements of a communication model, nonverbal communication, and the role of feedback and effective listening in effective communication.**

HE.B.3.4.1      understand the relationship between verbal and nonverbal communication (e.g., body language, voice tone, volume, and pitch).

3.      **Demonstrate knowledge of motivation principles, their impact on motivation, and the influence of expectations, ability, and motivation on individual performance.**
4.      **Conduct a Force Field Analysis and an assessment of his/her current level of competence in the leadership dimensions, and create a plan of action for leadership development.**
5.      **Demonstrate knowledge of the responsibilities of a leader when taking a new leadership position, including such positions as team leader, squad leader, platoon sergeant, or platoon leader.**
6.      **Demonstrate knowledge of military drill, including company formations and movement, related commands, and key personnel.**
7.      **Demonstrate knowledge of brain structure and function, including the brain stem, midbrain/limbic system, cerebral cortex, major brain regions, transmission of information, and brain hemispheres, dominance, and processing preferences.**

SC.F.1.4.2      know that body structures are uniquely designed and adapted for their function.

SC.F.1.4.3      know that membranes are sites for chemical synthesis and essential energy conversions.

SC.F.1.4.6      know that separate parts of the body communicate with each other using electrical and/or chemical signals.

SC.F.1.4.7 know that organisms respond to internal and external stimuli.

**8. Demonstrate knowledge and application of learning styles and processing preferences, including sensory systems, automatic versus purposeful response to stimuli, Senge's ladder of inference, Dunn & Dunn's learning model, and Gardner's theory of multiple intelligences.**

**9. Demonstrate knowledge of effective communication skills with emphasis on oral and group communication.**

HE.B.3.4.3 know positive strategies for expressing needs, wants, and feelings.

HE.B.3.4.4 know skills for communicating effectively with family, friends, and others.

LA.A.1.4.1 select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.

LA.B.1.4.2 draft and revise writing that:

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purposes of the paper;
- demonstrates a mature command of language with freshness of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

- LA.B.1.4.3 produce final documents that have been edited for:
- correct spelling;
  - correct punctuation, including commas, colons, and common use of semicolons;
  - correct capitalization;
  - correct sentence formation;
  - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
  - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- LA.C.1.4.1 select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
- LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- LA.C.1.4.4 identify bias, prejudice, or propaganda in oral messages.
- LA.C.3.4.1 use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- LA.C.3.4.2 select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
- LA.C.3.4.3 use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- LA.C.3.4.4 apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- LA.C.3.4.5 develop and sustain a line of argument and provide appropriate support.

**10. Demonstrate understanding of conflict management, including application of Winning Colors® to conflict situations and resolutions, evaluation of the steps to manage conflicts, evaluation of one's personal conflict management skills, recognition of "hot buttons" and the behavior style they indicate, and evaluation of the pros and cons of potential conflict solutions.**

- HE.B.3.4.2 know techniques for communicating care, consideration, and respect of self and others (e.g., encouragement, trust, and sexual abstinence).
- HE.B.3.4.5 know strategies for solving interpersonal conflicts without harming self and others (e.g., peer mediation skills).
- HE.B.3.4.6 understand the possible causes of conflict among youth in schools and communities (e.g., ethnic prejudice) and know methods for reducing that conflict (e.g., conflict resolution skills and peer mediation).
- PE.B.2.4.2 know various ways in which conflict can be resolved appropriately in game settings.

**11. Demonstrate knowledge and use of teaching skills, including preparation, development of lesson plans, delivery of instruction, the importance of variety, graphic organizers and other types of training aids, and feedback.**

- HE.C.2.4.1 know oral, written, audio, and visual communication methods to accurately express *health* messages (e.g., through an audiovisual public service announcement).
- HE.C.2.4.3 know strategies for overcoming barriers when communicating information, ideas, feelings, and opinions *on health issues*.
- HE.C.2.4.4 know positive ways to influence others to make positive choices.

**12. Demonstrate knowledge and use of decision-making strategies, including use of the F-I-N-D-S model; and set personal short-, medium-, and long-term goals.**

- HE.C.1.4.4 know how to implement a plan for attaining personal *health* goals for the school year and know methods for evaluating progress.

13. **Demonstrate knowledge of how career choices affect income, what an employer expects of employees, the benefits of education and training, the characteristics of an entrepreneur, and benefits employees want from an employer.**
14. **Demonstrate knowledge of dietary guidelines, including nutritional requirements of individuals at various life stages, varying viewpoints on use of supplements, signs and symptoms of anorexia nervosa and bulimia, risks of obesity, and the relationship of food intake and physical activity to weight control.**
  - HE.C.1.4.6 know various strategies when applying the decision-making process regarding healthy habits (e.g., ways to avoid junk foods).
  - PE.A.3.4.7 understand the utilization of fats, proteins, and carbohydrates as related to physical activity.
  - PE.B.1.4.5 know how to make changes in an individual wellness plan as lifestyle changes occur.
  - PE.B.1.4.6 know the correlation between obesity, high blood pressure, and increased physical activity.
15. **Demonstrate knowledge of the importance of taking care of oneself, including hygiene, physical fitness, sleep and wakefulness, stress reduction, sanitation, effects of anxiety and stress, relaxation and anger-management techniques, leadership strategies for promoting positive stress in group activities, and causes and symptoms of depression and anxiety and the means for dealing with them.**
  - AT.6.1.4.2 assign tasks, coordinate work, and motivate peers at school, work, and sports or other social settings.
  - HE.A.1.4.1 understand the impact of personal health behaviors on body systems.
  - HE.A.1.4.3 understand the relationships among physical, mental, emotional, and social health throughout adulthood.
  - HE.B.1.4.3 know strategies for managing stress.
  - HE.B.1.4.4 know strategies for improving or maintaining personal, family, and community health.
  - PE.A.3.4.1 know that physical activity reduces certain health risk factors.
  - PE.A.3.4.2 know how regular physical activity can relieve the stress of everyday life.



- PE.A.3.4.4 know the role of physical activity in the prevention of disease and the reduction of health-care costs.
- PE.A.3.4.6 understand the importance of making a commitment to physical activity as an important part of one's lifestyle.
- PE.B.1.4.1 know how to maintain appropriate levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle.
- PE.B.2.4.1 know risks and safety factors that may affect physical activity throughout life.
- PE.B.2.4.4 assume an active leader role, a supportive follower role, and a passive follower role as appropriate.
- PE.C.2.4.1 identify personal feelings resulting from participation in physical activity.
- PE.C.2.4.2 participate in games, sports, dances, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and maintenance of wellness.

**16. Demonstrate knowledge of the Presidential Physical Fitness Program and the Cadet Challenge, including their relationship, the components of the Cadet Challenge, and techniques for each event.**

- PE.A.1.4.1 demonstrate competency or proficiency in *self-selected* activities.
- PE.B.1.4.2 know how to apply the results of fitness assessments to guide changes in a personal program of physical activity and develop a training and conditioning program that enhances individual health-related needs.
- PE.B.1.4.4 maintain and improve motor skills and knowledge necessary for participation in beneficial physical activity.

**17. Demonstrate knowledge of basic first aid and life-saving skills, including prevention and treatment of heat, electrical, and chemical burns; causes, symptoms, and treatments for poisons, wounds, and bruises; cause, effect, symptoms, treatment, and prevention of heat and cold weather injuries; and symptoms, treatment, and prevention for bites, stings, and poisonous hazards.**

- HE.A.1.4.4 understand how the environmental conditions of the community influence the health of individuals.

- HE.A.2.4.6 know how to analyze situations requiring professional health services.
- HE.B.1.4.2 know strategies for health enhancement and risk reduction.
- HE.B.1.4.5 know injury-prevention and injury-management strategies for personal, family, and community health.
- HE.C.1.4.1 know various strategies when making decisions related to health needs and risks of young adults (e.g., support-and-reward system).

**18. Demonstrate knowledge of substance use, abuse, and effect, including risks, intervention, and prevention.**

- HE.A.1.4.2 understand the potential impact of common risk behaviors on the quality of life.
- HE.B.1.4.1 understand the role of individual responsibility regarding personal risk behaviors.
- HE.B.3.4.7 know strategies for dealing with individuals who are exhibiting dangerous behaviors (e.g., evading and avoiding dangerous situations).
- HE.C.1.4.5 know how to make positive decisions related to injury, tobacco, nutrition, physical activity, sexuality, and alcohol and other drugs.

**19. Demonstrate knowledge and use of map-reading skills, including symbols, colors, and features on standard road, city, and state maps.**

- SS.B.1.4.1 use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations *to depict geographic problems*.
- SS.B.1.4.2 understand the advantages and disadvantages of using maps from different sources and different points of view.

**20. Demonstrate knowledge of the history and types of orienteering and use of related skills, including movement techniques, control areas and safety aspects, and map reading/land navigation for orienteering events.**

**21. Demonstrate knowledge and application of simple majority and consensus, processes for decision-making, and ground rules for the You the People process.**

**22. Demonstrate knowledge and use of small-group and representative meeting skills, including roles, agendas, and processes.**

AT.2.1.4.2 analyze the managerial skills necessary for decision making in different work related situations.

AT.9.1.4.2 demonstrate the ability to cooperatively work in various settings, across diverse populations.

**23. Demonstrate knowledge of American history from the American Revolution through World War I.**

SS.A.1.4.3 evaluate conflicting sources and materials in the interpretation of a historical event or episode.

SS.A.4.4.2 understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.

SS.A.4.4.3 understand the significant military and political events that took place during the American Revolution.

SS.A.4.4.5 understand the significant political events that took place during the early national period.

SS.A.4.4.6 understand the military and economic events of the Civil War and Reconstruction.

SS.A.5.4.1 know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.

SS.A.5.4.2 understand the social and cultural impact of immigrant groups and individuals on American society after 1880.

SS.A.5.4.3 understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.

- 24. Demonstrate knowledge of the Constitution, including Article I and rules of conduct.**
- SS.A.4.4.4 understand the political events that defined the Constitutional period.
  - SS.C.1.4.2 understand the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).
  - SS.C.2.4.3 understand issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution, the importance of civil liberties, the role of conflict resolution and compromise, and issues involving ethical behavior in politics.
  - SS.C.2.4.5 understand how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.
- 25. Demonstrate knowledge of the organization and power of Congress, the Executive Branch and sources of presidential power, and political parties, voting, and elections.**
- SS.C.1.4.1 understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).
  - SS.C.1.4.3 understand how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).
  - SS.C.2.4.1 develop and define his or her own political beliefs and tendencies.
  - SS.C.2.4.2 assess the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.
  - SS.C.2.4.7 know the points at which citizens can monitor or influence the process of public policy formation.